

2013 Annual Report



iowacollaboration
for**youth**development

State of Iowa
February 1, 2013



Governor Terry E. Branstad
Lt. Governor Kim Reynolds
San Wong, Director

TO: Governor Terry Branstad and
Members of the General Assembly

FROM: San Wong, Chair
Iowa Collaboration for Youth Development Council

Date: February 1, 2013

The Iowa Collaboration for Youth Development (ICYD) Council respectfully submits its Annual Report, as required by Iowa Code Section 216A.140.

The ICYD Council is committed to providing the Legislature and Governor with information, data, and recommendations to improve the lives and futures of Iowa's youth by continuing to:

- coordinate youth policy and programs across state agencies;
- increase the quality, efficiency, and effectiveness of opportunities and services for youth; and
- adopt and apply positive youth development principles and practices at the state and local level.

The 2013 Annual Report includes: our prioritized issues and goals; data that demonstrates the state's current position including the activities and accomplishments completed by the ICYD Council in 2012; emerging activities being implemented in 2013; and recommended actions that will help Iowa achieve our goal – *Increasing Iowa's Graduation Rate to 95% by 2020*. Several issues (e.g. substance abuse, family, employment, and mental health) prevent many youth from graduating from high school. It is with this understanding that the ICYD Council agencies make the best use of existing resources by working together as a team to maximize efficiency in state government, in order to create substantial and lasting positive changes for Iowa's youth.

There is a need for resources to build capacity to fulfill some of the prioritized actions that include sustaining the use of the Iowa Youth Survey every two years, provide travel reimbursement for youth participating in state-level youth initiatives, and engaging youth on state boards and commissions. In addition, as pilot projects are completed (currently funded with grants), there will be the need to expand effective programs to other areas in the state.

We look forward to working with the Governor's Office and the Legislature to increase the graduation rate. The ICYD Council will continue to keep you informed of the progress made toward the goal.

Thank you for the opportunity to provide you with this information.

Sincerely,

A handwritten signature in black ink, appearing to read "San Wong".

San Wong, Chair
Iowa Collaboration for Youth Development Council

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Acknowledgments

The ICYD Council thanks all of the staff who contributed to producing this report. A special acknowledgment is extended to the State of Iowa Youth Advisory Council (SIYAC), who made important contributions in sharing their thoughts, ideas, expertise, and youth voice with us.

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EXECUTIVE SUMMARY – ICYD COUNCIL 2013 ANNUAL REPORT

The Iowa Collaboration for Youth Development (ICYD) Council members are leaders of 11 state agencies with the vision that ***“All Iowa youth will be safe, healthy, successful, and prepared for adulthood.”*** The ICYD Council oversees the activities of the State of Iowa Youth Advisory Council (SIYAC) and has sought input from these youth leaders in the development of more effective policies, practices, programs, and this Annual Report. SIYAC consists of youth between 14 –21 years of age who reside in Iowa. Its purpose is to foster communication with the governor, general assembly, and state and local policymakers regarding programs, policies, and practices affecting youth and families. SIYAC also exists to advocate for youth on important issues that affect them. In 2009, legislation was passed that formalized the ICYD Council and SIYAC in Iowa Code Section 216A.140.

The ICYD Council has prioritized the following youth issue: ***By 2020, Iowa will increase the graduation rate from 89% to 95%.*** Several issues (e.g. substance abuse, family, employment, and mental health) prevent youth from graduating from high school and the ICYD Council agencies work to address these issues as individual agencies and together as a team to maximize efficiency in state government and make the best use of existing resources. According to the Department of Education’s *State Report Card 2012*, the 2010 four-year graduation rate for all students was 88.8%; in 2011 it decreased to 88.3%. The five-year fixed cohort graduation rate in 2009 was 90.5%; in 2010 it increased to 91.8%.

ICYD Council has several emerging activities in 2013, including the implementation of the Juvenile Justice Reform Project (JJRP), which will assess the effectiveness of juvenile justice programs and determine the cost-to-benefit ratio of the programs. The overall goal of the project is to reduce recidivism of juvenile offenders by ensuring that the right services are provided to the right youth at the right time. In addition, Iowa has one of four state-level “children’s cabinets” that are partnering with the Children’s Cabinet Network to provide information to the Office of Management and Budget (OMB) to remove barriers for disconnected youth to receive supports and services.

The ICYD Council seeks the support from the Iowa Legislature and Governor’s Office. Specific recommendations to support the ICYD Council are to:

- Support the Iowa Youth Survey’s administration every two years. The survey results are valuable to state agencies and communities in assessing self-reported youth behaviors and perceptions.
- Seek funding to provide travel reimbursement for youth to participate in state-level youth opportunities and youth-led initiatives.

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EXECUTIVE SUMMARY – ICYD COUNCIL 2013 ANNUAL REPORT (cont'd)

- Engage youth on the state boards and commissions, and provide the training and support necessary for youth members to be active participants. In addition, state agencies should seek new and creative ways to involve youth.
- Continue to develop ways to share information among agencies and coordinating bodies to address issues affecting youth who receive services and supports from multiple agencies. In addition, it is important to have cross-representation on existing and new children and youth cabinets/councils (e.g. Children's Justice, ICYD Council). A new opportunity is from the Children's Disability Services Workgroup (December 10, 2012), which recommends the creation of a children's mental health "cabinet."¹ Placing ICYD and Children's Justice members on the children's mental health cabinet will ensure sharing of information and encourage collaboration.
- Support the continued use of state agency staff time to implement activities that meet the goals of the ICYD Council.
- Provide resources to expand practices and programs into broader areas in the state, as evidence-based practices are developed in the IS³ schools, the Juvenile Justice Reform Project, and in other pilot activities.
- Infuse positive youth development (PYD) principles in all youth programming, which includes PYD trainings for youth workers and establishing policies to include PYD principles in all state-funded youth initiatives.

¹Iowa Department of Human Services, Children's Disability Services Workgroup Final Report, December 10, 2012. <http://www.dhs.state.ia.us/uploads/Childrens-Disability-Services-Workgroup-Final-Report-Dec-10-2012.pdf>

I. OVERVIEW OF THE ICYD COUNCIL AND THE STATE OF IOWA YOUTH ADVISORY COUNCIL (SIYAC)

This is the annual report from the Iowa Collaboration for Youth Development (ICYD) Council to the Governor and General Assembly. The report will provide information on the:

- Purpose, goals, 2012 accomplishments, and emerging activities for 2013,
- Membership of the ICYD Council and the State of Iowa Youth Advisory Council (SIYAC);
- Progress on achieving the priority youth issue – ***Increasing Iowa's graduation rate to 95% by 2020***, with data and information on the progress; and
- Recommendations for action in 2013 to the Governor and General Assembly.

In 2009, legislation passed placing the ICYD Council and SIYAC in Iowa Code Section 216A.140. Prior to becoming “formal” councils, both ICYD and SIYAC operated as non-statutory entities. The ICYD began in 1999 as an informal network of state agencies from 10 departments serving as a forum to foster improvement in and coordination of state and local youth policy and programs.

ICYD has historically participated in a variety of state and national youth initiatives and has been recognized nationally (e.g. National Conference of State Legislatures, National Governors Association, federal Interagency Working Group for Youth Programs, Forum for Youth Investment, and Children's Cabinet Network) for its work in coordinating youth development efforts. The legislation codifying the ICYD Council strengthens this network to improve results among Iowa's youth through the adoption and application of positive youth development principles and practices. The ICYD Council provides a venue to enhance information and data sharing, develop strategies across state agencies, and present prioritized recommendations to the Governor and General Assembly that will improve the lives and futures of Iowa youth.

SIYAC was established in 2001 as a vehicle for high school youth to inform state leaders on youth issues and currently consists of 21 youth between 14 –21 years of age who reside in Iowa. The ICYD Council is overseeing the activities of SIYAC and has sought input from these youth leaders in the development of more effective policies, practices, programs, and this Annual Report.

The Department of Human Rights is the lead agency and oversees activities for both the ICYD Council and SIYAC.

ICYD Council's Purpose

The ICYD Council's vision statement, as stated in the legislation is:

"All Iowa youth will be safe, healthy, successful, and prepared for adulthood."

The purpose of the ICYD Council is to improve the lives and futures of Iowa's youth by:

- Adopting and applying positive youth development principles and practices at the state and local levels;
- Increasing the quality, efficiency, and effectiveness of opportunities and services and other supports for youth;
- Improving and coordinating state youth policy and programs across state agencies.

ICYD Council's Membership

The ICYD Council's membership is the director or chief administrator (or their designee) of 11 state agencies. The ICYD Council has the ability to expand membership to include others that will assist the Council in achieving its purpose. In 2012, a representative of the Judicial Branch was added to the membership – Gary Niles, Chief Juvenile Court Officer of the 3rd Judicial District. In addition to each agency's director (or designee) serving on the ICYD Council, many of the agencies have additional staff that actively participate in meetings and complete tasks as directed by the ICYD Council on the ICYD Results Team. Below are the agencies and members of the ICYD Council:

ICYD COUNCIL MEMBERS

*Agency Designee when member is unable to participate.

Department of Human Rights San Wong, Director Chair of ICYD Council	Early Childhood Iowa Shanell Wagler, Facilitator
Child Advocacy Board Dave Zimmerman, Acting Administrator	Iowa Workforce Development Teresa Wahlert, Director *Diane Oak Goode
Commission on Volunteer Service Adam Lounsbury, Executive Director	ISU Extension & Outreach, 4-H Youth Development Keli Tallman, Youth Development Program Specialist
Department of Education Jason E. Glass, Director *Cyndy Erickson, Consultant	Judicial Branch Gary Niles, Chief Juvenile Court Officer 3 rd Judicial District
Department of Human Services Chuck Palmer, Director *Wendy Rickman, Administrator - Division of Adult, Children, and Family Services	Office of Drug Control Policy Steven Lukan, Director *Susie Sher
Department of Public Health Dr. Mariannette Miller-Meeks, Director *Kathy Stone, Director, Division of Behavioral Health	

The ICYD Council meets quarterly to receive reports from state agencies and SIYAC, review progress of current activities, review data, and establish priorities and recommended actions on many issues affecting youth. The prioritized issue – ***Increasing Iowa's Graduation Rate to 95% by 2020*** - was selected due to its high visibility and as a summative measure of youth development efforts, and the many cross-agency issues that contribute to youth graduating from high school. Each of the agencies represented on the ICYD Council has a role in achieving this goal.

SIYAC's Purpose and Priorities

The purpose of SIYAC, as stated in the Iowa Code, is to “foster communication among a group of engaged youth and the governor, general assembly, and state and local policymakers regarding programs, policies, and practices affecting youth and families; and to advocate for youth on important issues affecting youth.”

The mission statement of SIYAC is: ***“To raise awareness of issues that affect young Iowans by providing civic opportunity and to inspire youth to create a better future for Iowa.”***

SIYAC meets at least quarterly in Des Moines to identify issues affecting youth, discuss community needs, plan for activities, form partnerships to meet those needs, draft positions on youth issues, and to communicate those positions with legislators. In addition, SIYAC members participate in ICYD Council meetings and provide updates to SIYAC activities.

Each year, SIYAC presents independent information and recommendations on youth issues associated with the goals of its committees, as well as other pertinent issues affecting the state's young people, to the General Assembly and Governor's Office during the legislative session. In addition to addressing youth issues with the legislature, SIYAC members also carry out service projects in their respective communities and statewide.

SIYAC members serve two-year terms that begin in July of each year. During 2011-12 SIYAC focused on four issues: Education, Health & Wellness, Environment, and Violence Awareness. As other youth issues arose during the legislative session, SIYAC researched the issues and chose to take positions on a number of them.

Notable SIYAC accomplishments during 2012:

- Supported legislation that replaced “mental retardation” with “intellectual disability” in the Iowa Code.
- Analyzed the Education Reform Blueprint and met with Jason Glass, director of the Department of Education, to discuss the many elements in the Blueprint.
- Partnered with Team Nutrition and presented during the “Students Taking Charge” event.

- Partnered with Achieving Maximum Potential (AMP), and supported AMP's legislative agenda.
- Participated in Governor Branstad's signing of the Global Youth Service Day proclamation.
- Conducted youth outreach in communities and completed presentations in schools.

In addition, individual members received notable recognition:

- Khayree Fitten has been appointed to the Iowa Commission on Volunteer Service by Governor Branstad.
- Eli Kirschbaum served as a legislative page in the 2012 Legislative Session.
- Jeffrey Critchlow is attending the U.S. Air Force Academy.
- Zack Elsner is attending the U.S. Naval Academy.
- Hannah Cross and Umar Farooq participated as speakers in the TEDxYouth@DesMoines event in 2012.

2012-2013 SIYAC Members:

Name	Office Held	City	County
Rohan Aggarwal	<i>Parliamentarian</i>	Clinton	Clinton
Joel Baumann		Grinnell	Poweshiek
Marissa Bouska		Hawkeye	Fayette
Jacob Bundt		Churdan	Greene
Natalie Carlon		Council Bluffs	Pottawattamie
Paige Carlson		Storm Lake	Buena Vista
Hannah Cross	<i>Health & Wellness Committee Chair</i>	Riceville	Mitchell
Umar Farooq	<i>Vice Chairperson Education Committee Chair</i>	Ames	Story
Khayree Fitten	<i>Chairperson Emeritus</i>	Ames	Story
Pablo Haake	<i>Legislative Affairs Chair</i>	Davenport	Scott
Skyler Hill-Norby	<i>Secretary</i>	Alton	Sioux
Rekha Karuparth		Bettendorf	Scott
Mary Korch	<i>Service Chair</i>	Cedar Rapids	Linn
Jacob Mayer		Lake City	Calhoun
Jenna McCoy		Estherville	Emmet
Blake McGhghy	<i>Executive Chairperson</i>	Keokuk	Lee
Zachary Parle		Humboldt	Humboldt
Danielle Reyes		Clive	Polk
Natalie Te Grootenhuis	<i>Public Relations Chair</i>	Hospers	Sioux
Luke Theuma	<i>Harassment Awareness Committee Chair</i>	Des Moines	Polk
Nathan Walton		Waukee	Dallas



During the 2012-2013 year, SIYAC is strengthening partnerships with other youth-led councils – Iowa Youth Congress and AMP. By involving more youth in discussions of youth issues, SIYAC will be able to more fully represent Iowa's youth. In addition, SIYAC has formed a partnership with *Your Life Iowa*, Iowa's bullying and suicide prevention hotline (an Iowa Department of Public Health initiative). SIYAC is assisting in the dissemination of information about this new resource for youth.

The 2012-13 SIYAC committees are: Education, Health and Wellness, and Harassment Awareness. The planned activities of each committee include:

- **Education Committee:**

- ◇ Researching relevant pre-filed education bills and developing position statements on those that pertain to Iowa youth.
- ◇ Examining AMP's legislative agenda and its universal implications for youth outside of foster care.
- ◇ Examining the governor's education reform proposal and making recommendations of positions to support.
- ◇ Communicating with the Department of Education's Learning Council to learn more about youth's opinion on educational issues in Iowa.

- **Health & Wellness Committee:**

- ◇ Promoting healthy lifestyle choices among Iowa's young people.
- ◇ Creating an online toolkit with resources for health and wellness initiatives.
- ◇ Distributing the toolkit throughout school websites and local organizations.
- ◇ Creating a draft letter of support for Iowa Youth Congress' motorcycling helmet bill.

- **Harassment Awareness Committee:**

- ◇ Creating a position paper for Iowa Youth Congress' bill on cyber bullying.
- ◇ Raising awareness on *Your Life Iowa*'s program by promoting its efforts to local organizations and schools.
- ◇ Participating in creating *Your Life Iowa*'s marketing materials, and providing information for the *Your Life Iowa* report to the Governor and General Assembly.
- ◇ Understanding the impact of bullying behaviors and raising awareness among youth and relevant stakeholders.

II. PRIORITIZED ISSUE: INCREASING IOWA'S GRADUATION RATE

Good is the enemy of great. And that is one of the reasons that we have so little that becomes great. We don't have great schools, principally because we have good schools.
—Jim Collins in *Good to Great* (2001)

During the time the ICYD Council was an informal network, there were many positive things accomplished, including:

- Promoting youth development and community planning on youth issues in communities;
- Providing resources and assistance addressing the needs of youth transitioning to adulthood;
- Creating a results framework for Iowa youth; and
- Providing technical assistance and training on quality youth development practices.

By 2020 Iowa will increase the graduation rate from 89% to 95%. If the cohort enrollment remains approximately 39,000 students, about 2,000 additional youth will graduate each year.

The ICYD Council members have agreed that the focal point for collaborative efforts be a specific and aggressive goal for the state. The ICYD Council has prioritized two of the Youth Development Result Areas: All Iowa youth are successful in school; and all youth are prepared for a productive adulthood. Graduation and dropout rates are both included as measures, or indicators, for these result areas. The ICYD Council agreed on the following goal in the first Annual Report, dated February 1, 2010:

In addition to this overarching goal, an intermediate goal is: By 2015, Iowa will decrease the number of annual dropouts by 25%, or 1,100 youth.

It is with the understanding that several issues (e.g. substance abuse, family, employment, and mental health) prevent many youth from graduating from high school, that the ICYD Council agencies work to address these issues as individual agencies and together as a team to maximize efficiency in state government, make the best use of existing resources, and create substantial and lasting positive changes for Iowa's youth.

The below measures are critical in monitoring progress for all Iowa youth towards the graduation goal:

1. The number of students at each high school grade level who are on the trajectory to graduate on time.
2. The gaps for graduation and dropout rates for subpopulations (i.e. race, ethnicity,

Economic Impact of the Graduation Rate on Iowa's Economy

Iowans can take pride in having one of the highest graduation rates in the nation. The overall graduation rate in 2011 was 88.3%. While Iowa's dropout rate of 2.34% is also low in comparison with other states, the loss of 5,070 students from the graduating class of 2011 damages Iowa's economy. The "costs" of dropping out include decreased personal income and revenues, increased unemployment and welfare burden, and increased risk of incarceration and poor health outcomes. These "costs" affect all of the ICYD partnering state agencies.

A closer look at graduation and dropout rates in Iowa reveals that there are significant **gaps for students enrolled in urban districts, minority students, and students with disabilities**. In order to compete nationally and globally and to overcome current economic challenges, all students in Iowa need to graduate prepared for college, work, and life. What will it take to move Iowa from good to great in graduating Iowa students?

Graduation for "some" is not acceptable in Iowa.

The graduation rate has significant implications for Iowa's economy. According to the Alliance for Excellent Education:

- More than \$336 million would be added to Iowa's economy by 2020 if students of color graduated at the same rate as white students
- Iowa would save more than \$84.4 million in health care costs over the course of the lifetimes of each class of dropouts had they earned their diplomas.
- Iowa's economy would see a combination of savings and revenue of about \$44 million in reduced crime spending and increased earnings each year if the male high school graduation rate increased by just five percent.

According to the Department of Corrections, 53.3% of Iowa prison inmates are high school dropouts. The Department of Corrections' FY 2011 Annual Report states the average cost of incarceration in 2011 in Iowa was \$29,868. The Department of Education's 2011 Annual Condition of Education Report, states the average total per student expenditure for 2009-10 was \$9,455.

Graduation and Dropout Data

The information and data on the graduation and dropout rates are from the Department of Education's State Report Card 2012.

Iowa's 2010 and 2011 graduating classes had statewide identification numbers for five years or longer. With this identification system and EASIER data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their freshmen year were not included in the cohort). The four-year fixed cohort graduation rate is calculated for the class of 2011 (or class of 2010) by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of 2007 (or first-time 9th graders enrolled in the fall of 2006 for class of 2010) minus the number of students who transferred out plus the total number of students who transferred in.

Iowa Four-Year Fixed Cohort Graduation Rate = $(FG + TIG) / (F + TI - TO)$

For the graduating class of 2011

- FG = First-time 9th grade students in fall of 2007 and graduated in 2011 or earlier
- TIG = Students who transferred in grades 9 to 12 and graduated in 2011 or sooner
- F = First-time 9th grade students in fall of 2007
- TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12
- TO = Transfer out (including emigrates and deceased)

For the graduating class of 2010

- FG = First-time 9th grade students in fall of 2006 and graduated in 2010 or earlier
- TIG = Students who transferred in grades 9 to 12 and graduated in 2010 or sooner
- F = First-time 9th grade students in fall of 2006

First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition in; and foreign students on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school student enrolled in another district but taking courses part time; and foreign exchange students. Students receiving regular diplomas are included as graduates in the numerator. Early graduates are included to the original cohort. All students who take longer to graduate (including students with IEPs) are included in the denominator but not in the numerator for the four-year rate.

The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. This rate is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2009-2010 school year) by the number of first-time 9th graders enrolled in the fall of 2006 minus the number of students who transferred out plus the total number of students who transferred in. The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Table 1 displays the four-year fixed cohort graduation rates for graduating classes of 2010 and 2011. The rates listed are for all students and 13 subgroups. In gender comparison, females had higher graduation rates than males on average. Among the ethnic/race subgroups, White and Asian students had higher graduation rates than other race groups; the students who were eligible for free reduced price lunch and IEP, English Language Learners (ELL), and migrant students had graduation rates lower than the “all students” group on average.

Table 1

Iowa Public High School Four-Year Fixed Cohort Graduation Rate by Subgroup						
	Class of 2010			Class of 2011		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	32,104	36,152	88.8%	31,510	35,676	88.3%
African American	1,076	1,494	72.0	1,130	1,543	73.2
American Indian	132	180	73.3	122	154	79.2
Asian	600	668	89.8	555	627	88.5
Hispanic	1,546	2,021	76.5	1,643	2,186	75.2
Hawaiian/ Pacific Islander	++	++	++	31	38	81.6
Two or More Races	379	438	86.5	441	538	82.0
White	28,371	31,349	90.5	27,588	30,590	90.2
Disability*	3,709	5,252	70.6	3,701	5,296	69.9
ELL**	701	962	72.9	699	999	70.0
Low SES***	9,768	12,383	78.9	9,882	12,646	78.1
Migrant+	139	221	62.9	118	166	71.1
Female+	16,325	17,999	90.7	15,795	17,417	90.7
Male+	15,779	18,153	86.9	15,715	18,259	86.1

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER files.

Notes: *Disability status is determined by the presence of an individualized education program (IEP).

**ELL indicates English Language learner.

***Low SES is determined by the eligibility for free or reduced prices meals.

+ Not required for Adequate Yearly Progress (AYP) report.

++ Small cell size.

The five-year fixed cohort graduation rates for the graduating class of 2009 and 2010 are displayed in Table 2. The graduation rates are higher than the four-year fixed cohort for all students and for all reported subgroups. The 2010 graduation rates are higher than the 2009 graduation rates in all subgroups, except Migrant. The overall graduation rate in 2010 is 91.8%. Four of the subgroups exceeded 90% - Asian, White, Female, and Male. Three subgroups, African American, American Indian, and Migrant students, have graduation rates below 80%, all other subgroups are over 80%. The ELL and Hispanic subgroups' graduation rates increased substantially between 2009 and 2010, by 8.4% and 7.0%, respectively.

Table 2

**Iowa Public High School Five-Year Fixed Cohort Graduation Rate
by Subgroup for the Graduation Classes of 2009 and 2010**

	Class of 2009			Class of 2010		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	33,146	36,640	90.5%	33,189	36,152	91.8%
African American	1,202	1,543	77.9%	1,181	1,494	79.0%
American Indian	142	185	76.8%	142	185	76.8%
Asian	605	664	91.1%	630	668	94.3%
Hispanic	1,329	1,740	76.4%	1,685	2,021	83.4%
White	29,855	32,484	91.9%	29,152	31,349	93.0%
Disability*	4,359	5,424	80.4%	4,280	5,252	81.5%
ELL**	687	933	73.6%	789	962	82.0%
Low SES***	9,844	11,810	83.4%	10,439	12,383	84.3%
Migrant+	172	220	78.2%	167	221	75.6%
Female+	16,647	18,099	92.0%	16,779	17,999	93.2%
Male+	16,499	18,541	89.0%	16,410	18,153	90.4%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER files.

Notes: *Disability status is determined by the presence of an individualized education program (IEP).

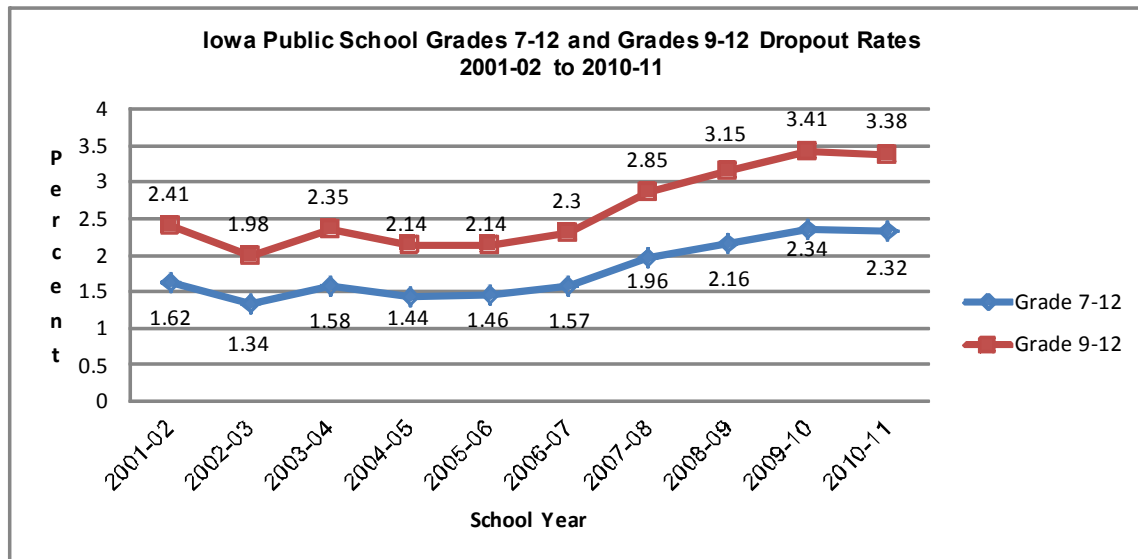
**ELL indicates English Language learner.

***Low SES is determined by the eligibility for free or reduced prices meals.

+ Not required for Adequate Yearly Progress (AYP) report.

Figure 1 (below) shows two statewide trends for dropout rates. The lower line is for grades 7-12 and the upper line is for grades 9-12 dropout rates of Iowa public schools. The trends have been upward since 2006-07, until the 2010-11 school year, which show a slight decrease in the dropout rates for both grades 7-12 and grades 9-12.

Figure 1



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER Dropout files.

Table 3 (below) shows the public school grade 7-12 dropout and enrollment data by race/ethnicity for 2010-2011. With the exception of the Asian group, the dropout rates were higher for minority groups than for the non-minority.

Table 3

2010-11 Iowa Public School Grades 7-12 Dropout and Enrollments by Race/ Ethnicity

Race/Ethnic Group	Dropout Rate	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment
All Minority	4.32%	1,585	31.26%	36,684	16.70%
African American	5.85%	629	12.41%	10,760	4.93%
American Indian	6.43%	73	1.44%	1,135	0.52%
Asian	1.71%	72	1.42%	4,202	1.92%
Hispanic	4.19%	679	13.39%	16,213	7.43%
Native Hawaiian/ Pacific Islander	3.60%	9	0.18%	250	0.11%
Two or More Races	2.98%	123	2.43%	4,124	1.89%
White	1.92%	3,485	68.74%	181,665	83.20%
State	2.32%	5,070	100.00%	218,349	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER files.

Barriers to Learning

The reasons that students drop out of school or do not graduate on time are many and varied. Some students have negative experiences at school while other students have responsibilities that compete with school such as helping to support their families. There are also multiple reasons why students leave school. Contributing circumstances are in place long before the actual event of “dropping out.”

Dropping out of school is a process that can begin very early in a child’s life. An example of this would be a child with behavioral challenges in an early childhood program who may experience challenges as he or she enters school and begins to fall behind both academically and socially. Children who do not acquire the necessary reading skills at the elementary level will continue to “learn to read” as they enter middle school while their peers are “reading to learn.” Students who do not feel accepted by peers in the early years will become socially isolated and by the time they reach high school, will not feel competent or connected and may give up on academics, connect to peers with similar problems, and eventually drop out.

Reasons for dropping out of school can be described as “push” and “pull” effects. Push effects occur within the school such as not liking school, the inability to get along with teachers and/or students, frequent suspensions, not feeling safe at or connected to school or peers, falling behind with school work, and failing grades. Pull effects come from the external environment and include things like needing to work, having a child, being influenced by peers who have dropped out, and needing to care for family members.

Data from the National Educational Longitudinal Study of 1988 found that school-related push effects were the most frequently reported reasons for dropping out. The High School and Beyond longitudinal study included interviews with nearly 2,000 students who had dropped out of school. When asked for their reasons for leaving school, 10% or more of those interviewed identified these reasons:

- Did not like school (33%)
- Poor grades (33%)
- Were offered a job and chose to work (19%)
- Getting married (18%)
- Could not get along with teachers (15%)
- Had to help support family (11%)
- Pregnancy (11%)
- Expelled or suspended (10%)

The Silent Epidemic report further supports the above findings:

- Nearly 70 percent of dropouts said they were not motivated to work hard, and two-thirds would have worked harder if more had been demanded of them.
- Approximately one-third left for personal reasons and one-third cited “failing in school” as a major factor.

By looking beyond these “symptoms” of dropping out and by identifying the root causes, a comprehensive system of integrated quality supports can be developed that will keep students in school until graduation and prepare them for success after high school. Through the work of this Council and the singular focus of increasing the graduation rate, agency members will make their respective contributions go further toward developing a healthy, competent workforce for Iowa’s future.

III. ACCOMPLISHMENTS IN 2012 AND EMERGING ACTIVITIES IN 2013

The ICYD Council’s activities have been guided by the “Recommended Actions” from previous ICYD Annual Reports. Those five recommended actions are to:

- Focus on underperforming schools and communities.
- Assess current state initiatives and maximize existing resources.
- Investigate research-based approaches and effective strategies.
- Coordinate across systems to identify and support vulnerable students.
- Engage additional stakeholders.

Based on the graduation and dropout data, the ICYD Council recognizes that minority youth, migrant youth, youth with low SES, and youth with disabilities are in need of additional and specific supports and services, engaging these youth and removing barriers so they can stay in school and graduate from high school. Below are ICYD Council accomplishments and emerging ongoing activities that address the broad recommended actions.

Focus on Underperforming Schools and Communities

Iowa Safe and Supportive Schools (IS³)

The Department of Education continues to lead IS³ in the implementation of the 21 high schools’ approved plans and programmatic strategies to improve conditions for learning. The 21 schools selected to receive IS³ funding for this multi-year project are:

Armstrong-Ringsted Middle (MS) & High School (HS)	Louisa-Muscatine HS
Burlington HS	Marcus-Meriden-Cleghorn HS
Columbus HS	Oelwein HS

Council Bluffs Abraham Lincoln HS
Davenport Central HS
Des Moines East HS
Dubuque Senior HS
East Greene/Jefferson Grand Junction HS
Iowa Valley Junior High (JH) & HS
Keokuk HS

Olin JH & HS
Ottumwa HS
Sioux City, North & West HSs
Waterloo East & West HSs
West Sioux HS
Winfield-Mt. Union JH & HS

During 2012, in addition to each high school successfully establishing a youth-driven leadership team, the activities and strategies implemented by the IS³ schools include:

- 40 Developmental Assets
- Capturing Kids Hearts (Character Development)
- Character Development and Leadership Curriculum
- Check and Connect – A model of sustained intervention for promoting students' engagement with school and learning.
- Continuous Improvement Process for Conditions for Learning
- Crisis Prevention Institute (CPI) Training
- Gradual Release of Responsibility
- Olweus Bullying Prevention
- Positive Behavioral Interventions and Supports (PBIS)
- Service Learning
- Teaching Tolerance

In addition to implementing these strategies, the IS³ schools participated in workshops and trainings, along with ongoing technical assistance provided by the local Area Education Agency (AEA) learning support and data consultants and ISU Extension and Outreach – 4H Youth Development. The training and technical assistance included:

- Powerful Communication Skills for Youth
- Youth Program Quality Assessment (YPQA)
- Youth Adult Partnerships,
- Using Data in Youth Leadership Teams,
- Bullying/Harassment Investigator Training,
- Webinars on Social Media and Cyber bullying, and Engaging Communities in Bullying Prevention,
- Olweus Bullying Prevention.

The initial results reported in the most recent performance report are:

- 12 out of 20 schools (60 percent) experienced a decrease in the percentage of students who reported current (30 day) alcohol use in 2012 as compared to 2011.

- 4 out of 20 schools (20%) experienced a decrease in the percentage of students who reported personal harassment or bullying on school property in 2012 as compared to 2011.
- 17 out of 20 schools (85%) experienced an improvement on their overall Safe and Supportive Schools Index in 2012 as compared to 2011. The Index measures School Safety, Student Engagement and the overall Learning Environment.
- 10 out of 20 schools (50%) experienced a decrease in the number of suspensions for violent incidents without physical injury in 2011 as compared to 2010.

Assess Current State Initiatives and Maximize Existing Resources

Juvenile Justice Reform Project (JJRP)

The ICYD Council will oversee the implementation of the JJRP, through a federal Office of Juvenile Justice and Delinquency Prevention demonstration award, received by the Division of Criminal and Juvenile Justice Planning (CJJP) of the Department of Human Rights. JJRP will provide training and technical assistance to ICYD and three target sites – Juvenile Court Services in the 1st, 3rd, and 6th Judicial Districts – to assess the effectiveness of juvenile justice programs and determine the cost-benefit of the programs. The initial target sites in the respective judicial districts will be Black Hawk, Johnson, Linn, Buena Vista and Woodbury Counties (see the map below). Upon implementation of the assessments the ICYD Council and the target sites will be able to make more informed decisions about resources and services for justice-involved youth.

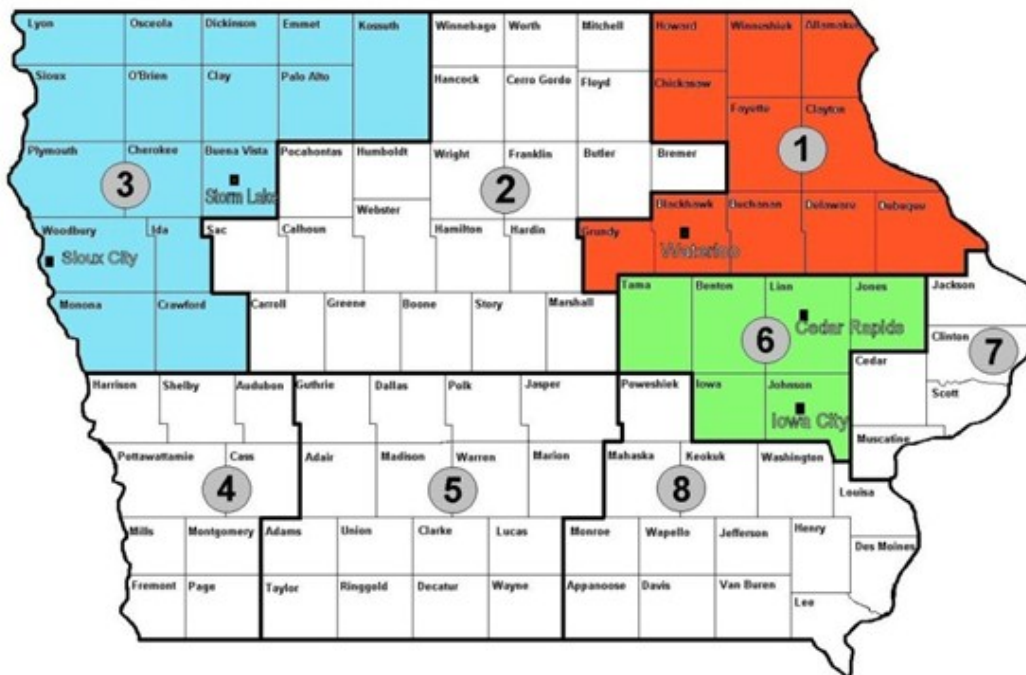
To implement these models the following entities are partnering to complete the work:

- Iowa Collaboration for Youth Development (ICYD) Council,
- CJJP,
- Eight chief juvenile court officers (chief JCOs) – three of them as target sites, &
- Department of Corrections (DOC).

The JJRP will implement both the Standardized Program Evaluation Protocol (SPEP) and the cost-benefit Results First model created by the Washington State Institute for Public Policy (WSIPP). In recent years Iowa's juvenile justice system has become ever more committed to the use of data in establishing and improving programming. A significant step in this process has been implementation of the Iowa Delinquency Assessment (IDA), a variation of a delinquency risk/needs instrument developed in Washington State. Utilization of the IDA has been a major step toward data-informed decision-making in Iowa, and the State's interest in implementing SPEP is a logical outgrowth of this movement. Iowa is a "Results First" state, having implemented this cost-benefit model in the adult corrections system. Implementing SPEP and Results First – first in three judicial districts and then statewide – will provide a process to measure effectiveness of juvenile justice programming, assess the cost-benefit of programs, and ensure youth referrals to appropriate programs.

The overall goal of the project is to reduce recidivism of juvenile offenders and have additional positive effects, such as family and peer relations, mental health symptoms, and school attendance, by ensuring that ***the right services are provided to the right youth at the right time.***

Map of JJRP Target Judicial Districts 1



Georgetown University's Center for Juvenile Justice Reform (CJJR) will provide the training to implement the Standardized Program Evaluation Protocol (SPEP). The SPEP tool generates a score to assess the relative effectiveness of the local program service options for youth currently in the juvenile justice system. It helps identify programs that are likely to be most effective in reducing recidivism.

The Pew Center on the States will provide technical assistance in the implementation of the cost-benefit Results First model created by the Washington State Institute for Public Policy (WSIPP). Implementing SPEP and Results First – in three judicial districts and then statewide – will provide a process to measure effectiveness of juvenile justice programming, assess the cost-benefit of programs, and ensure youth referrals to appropriate programs.

The ICYD Council will be coordinating the implementation with the three target sites' teams and expand the project statewide. The training and implementation of JJRP will start during 2013.

Investigate Research-Based Approaches and Effective Strategies

Iowa State Agencies Supporting Safe Schools (ISAS³)

The purpose of ISAS³ is to build the statewide infrastructure to prevent youth substance use and violence in schools. The ICYD Council serves as the multi-agency team and partners with the Department of Education and the Learning Supports Advisory Team developing a statewide plan to create safe, healthy and caring learning environments.

In 2012, efforts were started to create a Resource Directory of strategies that can be used by schools and communities that identifies appropriate supports, services and resources to assist communities in sustaining safe learning environments. Schools participating in the IS³ grant will use this directory to select strategies that will improve outcomes in the areas of school safety, engagement and environment. To date, there are 20 strategies that have been entered into the Directory. A Quality Rubric was developed to help assess the effectiveness of the strategies that are submitted.

In addition, an Iowa Youth Survey construct will be completed on the identification of threshold levels for parent and community involvement that correlate with graduation rates. A Continuous Improvement Process Manual for Conditions for Learning will also be developed to be used as a resource. Area Education Agency staff that serve as Consultants to the IS³ schools are developing and piloting the Continuous Improvement Process and tools as part of the grant.

At the conclusion of the grant, the measurement system for Conditions for Learning and the Continuous Improvement Process manual and tools will be available for use by all Iowa schools and other agencies that use Iowa Youth Survey data as part of their planning processes.

Adolescent Brain – New Research and its Implications for Young People Transitioning from Foster Care

Recently published research (2011) by the Jim Casey Youth Opportunities Initiative found that youth gradually transition to adulthood between 18 and 25 years of age. It was also found that adolescence is a time of “use it or lose it” in brain development: When young people are actively engaged in positive relationships and opportunities to contribute, create, and lead, they “use it” to develop skills to become successful adults. There are five recommendations that come from the research:

- Take a positive youth development approach to all opportunities for young people in foster care.
- Provide “interdependent” living services that connect young people with family and caring adults.

- Engage young people in their own planning and decision-making.
- Be trauma-informed to promote healing and emotional security.
- Extend developmentally appropriate foster care to 21.

The ICYD Council is continuing to apply these recommendations in policy and practice when making decisions affecting youth in foster care and for all youth.

Coordinate Across Systems to Identify and Support Vulnerable Students

Information Sharing / Coordination of services between Schools and Department of Human Services for children in foster care.

The challenge: For children involved in the child welfare and juvenile justice systems there is insufficient data sharing and coordination between education and child welfare agencies. It is unclear with whom educational information can be shared locally (e.g. Department of Human Services, juvenile court services, service providers, foster parents, family members) and at the state level to track educational outcomes for youth in the juvenile justice and child welfare systems. In addition, as youth in foster care transfer between schools the transitions have additional challenges that include timeliness of transferring records, and losing credit for class work from previous schools.

The Department of Education (DE) and Department of Human Services (DHS) have developed an Interagency Agreement to ensure compliance with the federal Individuals with Disabilities Education Act (IDEA), which provides for students that qualify for special education services. The purposes of the Agreement are to:

- Outline financial responsibilities of the parties (LEAs, AEAs, DE, and DHS).
- Clarify overall administrative and programmatic responsibilities.
- Coordinate activities and efforts by DE and DHS to jointly provide services for students with disabilities.

On January 14, 2013 President Obama signed the *Uninterrupted Scholars Act*, becoming Public Law 112-278, which amends the Family Educational Rights and Privacy Act of 1974 (FERPA) to allow the release of educational records to a caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access a student's case plan when such agencies or organizations are legally responsible for the care and protection of the student. Due to the recent passage of this law, at the time of this report specific policies and practices have not been established to enact the law in Iowa. The increased coordination and information sharing between DHS and schools will address many issues affecting youth in foster care. The ICYD Council will assist in the development of policies and practice to comply with the new law.

In addition to accessing students' records, another issue affecting foster youth is transportation to remain in their home school after being placed in foster care. A Transportation Workgroup has been formed, which is a subcommittee of the Education Collaborative, a partnership formed by Children's Justice Council to address the education needs of children in foster care. The Education Collaborative has recently prioritized transportation for children in foster care to allow youth to remain in their home school. During 2013, DHS, in collaboration with the Education Collaborative, will evaluate effectiveness of activities addressing transportation to home school and transfer credit issues for children in the child welfare system, analyze the results for impact, and adjust policies and practice to address the transportation and transfer credit issues.

Federal Performance Partnership – Improving Outcomes for Disconnected Youth

The President's FY 2013 budget proposed a government-wide authority to establish up to 13 Performance Partnership Pilots to improve outcomes for disconnected youth. The proposed authority would enable states and local entities to seek federal approval to blend funds from multiple funding sources and obtain waivers, such as for program design, performance, and other requirements, that enable more effective uses of funding from programs serving disconnected youth. This proposal responds to requests from States and local entities for greater flexibility in managing resources provided by multiple federal programs. The pilot would allow flexibility if communities can demonstrate how they will achieve better results for the high-need disconnected youth population.

The Children's Cabinet Network² is uniquely positioned to help identify federal barriers to state coordination, as well as to directly address state barriers to local coordination. The ICYD Council is one of four state-level "children's cabinets" that are partnering with the Children's Cabinet Network to provide information to the Office of Management and Budget (OMB) and several federal agencies on federal policies that are creating barriers for disconnected youth.

The ICYD Council has identified several barriers in Iowa and has submitted to OMB recommendations to resolve policy issues that will eliminate these barriers. In 2013, research to identify additional federal and state barriers to providing services to disconnected youth will continue. The ICYD Council will pursue becoming a Performance Partnership Pilot.

²The Children's Cabinet Network is managed by the Forum for Youth Investment and consists of the chairs, staff and members of state children's cabinets, who come together to share best practices, to receive technical support, coaching and tools, and to bring efficiency and effectiveness to state efforts to improve child and youth outcomes.

Iowa Youth Survey

The Iowa Youth Survey (IYS) is conducted by the Department of Public Health's Division of Behavioral Health in collaboration with the Department of Education, the Office of Drug Control Policy, the Department of Human Rights' Criminal and Juvenile Justice Planning and Statistical Analysis Center, and the Department of Human Services.

In the fall of 1999, 2002, 2005, 2008, 2010, and 2012 students in the 6th, 8th, and 11th grades across the state of Iowa answered questions about their attitudes and experiences regarding alcohol and other drug use and violence, and their perceptions of their peer, family, school, and neighborhood/ community environments. In 2008 the survey was administered online for the first time.

IYS reports list responses to every question on the survey, providing total percentages and breakdowns by grade and gender. Thirty-four constructs within nine framework domains are included.

Reports are available in the following categories:

- State of Iowa,
- Counties,
- Judicial Districts
- Department of Public Health Substance Abuse Prevention and Treatment Planning Regions,
- Decategorization areas,
- Department of Human Services Regions,
- School Districts*.

*With the exception of School Districts, IYS reports are available online at <http://www.iowayouthsurvey.iowa.gov/> Individual school district reports can be accessed by contacting the district.

Also available is the Iowa Youth Survey Trend Report which contains comparisons across all surveys using the ICYD Council's Youth Development Results Framework.

Engage Additional Stakeholders

Coordinate and align "youth-fueled"³ councils and initiatives and expand opportunities for youth to participate.

The challenge: Several state agencies have state-level youth initiatives providing opportunities for youth. The multiple initiatives need to be better aligned and work

³Youth-fueled – The participation of youth contributes to achieving the goals of the initiative. Youth participate either as leaders or participants. All of youth-fueled initiatives are conducted "with" youth, not "to" youth.

Better together to attract more youth to participate and to specifically seek more diverse youth. The state-level youth-fueled councils and initiatives include:

- Achieving Maximum Potential (AMP),
- Capitol Girls,
- Iowa Youth Congress (IYC),
- ISU Extension and Outreach, 4-H Youth Development,
- State of Iowa Youth Advisory Council (SIYAC),
- Youth Leadership Forum (YLF),
- Iowa Students for Tobacco Education and Prevention (I-STEP).

Many of these initiatives target underrepresented youth. All of them promote opportunities for youth to engage state leaders, discuss issues affecting youth, and develop leadership skills.

The Department of Human Rights (DHR) is leading the coordination effort of the multiple agencies and organizations that support state-level youth-fueled councils and initiatives. The goal is to effectively remove barriers to leadership for historically underrepresented youth by empowering youth to realize their leadership capabilities and by challenging adults to recognize and engage youth. The effort will equip youth with the tools to communicate their vision, inspire collaboration, and make significant contributions that result in positive change.

The following strategies will be implemented to create a pathway to actively engage youth:

- Market state-level youth initiatives;
- Identify and recruit underrepresented youth;
- Develop venues to offer leadership training opportunities for youth; and
- Provide adult leaders information on quality youth engagement and opportunities to engage and value youth voice in their ongoing decision making.

One specific area that will be encouraged is to increase the number of youth serving on state boards and commissions. Agencies and commissions need to articulate the skill sets necessary for youth members and training should be available to prepare youth to ensure active participation. ICYD will explore additional opportunities for youth engagement.

IV. RECOMMENDED ACTIONS IN 2013

Achieving a 95 percent graduation rate by 2020 is an ambitious target. The ICYD Council is committed to concentrating its attention on and monitoring progress toward this goal, but reaching it will require continued, concerted, coordinated efforts by policymakers, education systems, and multiple state and community partners. The Council's work (see *Section III Accomplishments in 2012 and Emerging Activities in 2013*) will be refined and also expanded into specific action steps to accomplish the goal by 2020. To maintain focus on these efforts, the ICYD Council will continue to address the following five broad areas:

- Focus on underperforming schools and communities.
- Assess current state initiatives and maximize existing resources.
- Investigate research-based approaches and effective strategies.
- Coordinate across systems to identify and support vulnerable students.
- Engage additional stakeholders.

The ICYD Council seeks the support from the Iowa Legislature and Governor's Office to continue these activities by modifying laws and policies, as necessary, and providing resources needed to achieve this very ambitious goal. Specific recommendations to support the ICYD Council are to:

- Support the Iowa Youth Survey's administration every two years. The survey results are valuable to state agencies and communities in assessing self-reported youth behaviors and perceptions.
- Seek funding to provide travel reimbursement for youth to participate in state-level youth opportunities and youth-led initiatives.
- Engage youth on the state boards and commissions, and provide the training and support necessary for youth members to be active participants. In addition, state agencies should seek new and creative ways to involve youth.
- Continue to develop ways to share information among agencies and coordinating bodies to address issues affecting youth who receive services and supports from multiple agencies. In addition, it is important to have cross-representation on existing and new children and youth cabinets/councils (e.g. Children's Justice, ICYD Council). A new opportunity is from the Children's Disability Services Workgroup (December 10, 2012), which recommends the creation of a children's mental health "cabinet."⁴ Placing ICYD and Children's Justice members on the children's mental health cabinet will ensure sharing of information and encourage collaboration.
- Support the continued use of state agency staff time to implement activities that meet the goals of the ICYD Council.
- Provide resources to expand practices and programs into broader areas in the state, as evidence-based practices are developed in the IS³ schools, the Juvenile Justice Reform Project, and in other pilot activities.
- Infuse positive youth development (PYD) principles in all youth programming, which includes PYD trainings for youth workers and establishing policies to include PYD principles in all state-funded youth initiatives.

⁴Iowa Department of Human Services, Children's Disability Services Workgroup Final Report, December 10, 2012. <http://www.dhs.state.ia.us/uploads/Childrens-Disability-Services-Workgroup-Final-Report-Dec-10-2012.pdf>

